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ABSTRACT

This report presents results and recommendations of the meeting of British Commonwealth experts that explored the dimensions of institutional links in Commonwealth higher education and the potential for developing cooperation in Africa, particularly involving south-south links and networks. The report is composed entirely of a summary of the discussions and resulting recommendations. The summary's introduction consists of opening remarks by the Minister of Education of Zimbabwe and focuses on the current situation in Africa involving cooperative links within higher education and the problems associated with developing these linkages, particularly between institutions in the south. Major conclusions and recommendations of the meeting are summarized under the following main categories: (1) institution building, advanced study, and research; (2) student interchange; (3) information dissemination, publication, and journals; (4) staff development and interchange; and (5) management and administration links. Appendices include a list of the participants, the meeting's agenda, and the policy and procedures of the agreements of cooperation between the University of Zimbabwe and foreign universities. (GLR)

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INSTITUTIONAL LINKS IN HIGHER EDUCATION IN
COMMONWEALTH AFRICA

FINAL REPORT OF A PAN-AFRICAN-COMMONWEALTH
EXPERTS MEETING
HARARE, ZIMBABWE, 23-26 JUNE 1986

Commonwealth Secretariat
Human Resource Development Group
Education Programme

November 1986

COMMONWEALTH SECRETARIAT

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FOREWORD

In the Commonwealth tradition the tasks of higher education, and in large measure those of research, are entrusted to independent or semi-autonomous institutions. Governments regulate and fund the system but do not supervise universities and colleges in any great degree of detail. Reflecting this, much of the international contact and co-operation between institutions of higher education is initiated and organised by the institutions themselves, albeit using public funds from their own national authorities or from overseas agencies. In this context, associations of higher education institutions, networks of scholars, and linkages between departments and faculties at institutions in different countries are of the utmost importance to academic endeavour.

The Commonwealth experts meeting, whose proceedings and findings are recorded in this report, was the second of two meetings called in 1986 to explore the dimensions of institutional links in Commonwealth higher education and the potential for developing co-operation. They were convened in response to suggestions by the Commonwealth Standing Committee on Student Mobility, endorsed by Commonwealth Ministers of Education in Nicosia (1984) and Sofia (1985) that inter-institutional links represented an important approach to strengthening higher education institutions in the Commonwealth, particularly in its developing member countries. The first meeting, whose report is also appearing in the second half of 1986, was held at Bangalore, India in February 1986.

The two Commonwealth experts meetings on institutional links in higher education are complementary and mutually reinforcing. The Bangalore one focused mainly on Commonwealth Asia and devoted much of its attention to bilateral links between institutions with particular, though not exclusive, reference to north-south linkages. The Harare meeting focused on Africa - though we were fortunate to have colleagues from the Caribbean and Sri Lanka present to enrich our discussions - and particularly explored south-south links and networks. As is emphasised in the opening statement by the Zimbabwe Minister of Education, the Hon. Dr Dzingai Mutumbuka, who honoured us by opening our meeting, a great deal of co-operation between African universities already takes place. The existing relationships need to be better known and their potential more fully explored, and this was a constant refrain of our meeting. The meeting concluded that, particularly if the foreign exchange problem can be overcome, there are many opportunities for co-operation in Commonwealth Africa to strengthen universities and colleges and to improve their capability to respond to the urgent demands made on them by their parent societies.

A productive meeting relies heavily on effective organisational support. We were most fortunate in Harare in holding our session at the University of Zimbabwe where the Vice-Chancellor, Professor Walter Kamba, and his staff hosted the occasion with great efficiency and generosity. Any merit that may be found in this report owes much to the atmosphere in which the meeting was

held and to the splendid organisational arrangements and hospitality which were afforded us. On behalf of the Commonwealth Secretariat and of all of us who participated in the meeting, I would like to record our grateful thanks to our hosts.

Peter R C Williams,
Director,
Education Programme,
Human Resource Development Group,
Commonwealth Secretariat.

OPENING REMARKS BY THE MINISTER OF EDUCATION, ZIMBABWE
HON DR D MUTUMBUKA MP
MONDAY 23 JUNE 1986

It is with great pleasure that I welcome you all to Zimbabwe, and to the University of Zimbabwe in particular. For most of you, this visit is not your first, and will certainly not be your last to our country. For the very few of you who are here for the first time, a special welcome is due, and I wish all of you a most pleasant stay and a fruitful meeting.

I believe that this meeting is the second of its kind - a meeting aimed at discussing the question of institutional links among universities in developing Commonwealth countries. The first was held only this February in Bangalore, India. At that meeting you focussed on the experiences of the Asian countries. At this meeting you will be examining that question from the African point of view. Such examinations from these vantage points can only help you define in clearer terms the meaning and purposes of institutional links. Thus the Commonwealth Secretariat must be applauded for this important series of discussions.

I must begin my remarks by stating that the topic before you is an age-old one. It is by no means a new one. I say this because co-operation is an integral part of the very definition of the university enterprise, since the university has as its principal function to institute, organise and support a systematic collaboration among men and women who elaborate, transmit and seek knowledge. With respect to their internal organisation of the structures of co-operation, universities branch out into the world of knowledge since they must synthesise knowledge and doctrines from every point in time, and from all places. Universities live on borrowings, and the thoughts they elaborate become the property of all. Together, they constitute an undivided domain.

Thus when we look at the plethora of university associations - the International Association of Universities, the Association of Commonwealth Universities, the Association of African Universities, the Association of Eastern and Southern African Universities, and the like - and when you add to these the countless associations organised on the basis of disciplines, these are but a confirmation of the ideal and the idea of the universality of the university enterprise.

Institutional links are only an extension of the idea of co-operation among institutions of higher learning. But the assumption in that idea is the notion that this linkage, this co-operation, is between and among equals. But the legacy of our history shows that this is not the case. The links between the North and South have been, and still are, based on an essentially unequal relationship. They are virtually unidirectional in approach and, to use Kenneth King's words in his paper at your meeting in Bangalore, these links have turned out, in most cases, to be marriages of convenience facilitating Northern scholars to do research in the South. And there has been a tendency by the South itself to endorse and perpetuate this pattern. By way of example, I am sure most of you will agree that an overwhelming percentage of our lecturers in our African universities spend their contact visits and sabbaticals in the North. It is deemed prestigious for one not only to have

studied and/or spent time in the North, but also to publish in journals from the North. At the end of the day, the institutions in the South are naturally the poorer for that attitude.

Whilst I am by no means advocating the severance of links with the North, I am saying that the time has come for the universities of the South to take note of the central role they are expected to play not only in their own countries, but in their regions as well. Such roles can only be played effectively by institutions which make a conscious effort to assert their position in their countries and regions. Such positions of strength can only be gained by institutions which have taken steps to reduce the seeming over-dependence on North-South links, and which have taken steps to build upon and cultivate links with institutions within their own countries and regions.

Much is already being done in this respect. Our Vice Chancellor, Professor Walter Kamba, and the University of Zimbabwe have played a leading role. Within the last two years, seeds of a potentially viable association of universities in this region have been sown. Plans are under way to put into effect projects of co-operation which will enhance the central role of universities in that region. Already, this University take pride in having taken effective steps in this area of external examining. Whilst at Independence over 90 per cent of the external examiners came from the North, this has been reduced by more than half within the last five years. Most of the University's external examiners now come from universities on the African continent. There has also been a substantial increase of the University's lecturing staff being invited to be external examiners in other African universities. This reciprocity should be encouraged and supported.

Let me wish you well in your deliberations. It is my hope that you will seek ways in which the ideals of linkages, the ideals of co-operation could be realised. It is said that experience is the best teacher. As you consider our experiences on this continent, and those of other regions in the South, I hope you will come to a better and fuller appreciation of our hopes and aspirations. But I know that as people who are engaged in the noble enterprise of university life, your deliberations will be guided by the ties which bind you all together in the pursuit of ways of improving the quality of life of all peoples on this planet.

On that optimistic note, I have pleasure and honour to declare this meeting on Institutional Links in Higher Education in Commonwealth African Countries open.

A Luta Continua!

SUMMARY OF DISCUSSION AND RECOMMENDATIONS

Introduction

- (1) The Commonwealth Africa meeting on **Institutional Links in Higher Education** convened at the University of Zimbabwe, Harare, from 23 to 26 June at the invitation of the University. Members were drawn from nine different Commonwealth countries in the African region (Appendix 1), together with representatives from Jamaica and Sri Lanka, as well as from the British Council, the Association of Commonwealth Universities, the European Development Fund and NUFFIC. The meeting was convened by the Commonwealth Secretariat and financed by the Commonwealth Fund for Technical Co-operation. Members recorded their appreciation to the Commonwealth Secretariat and CFTC for their enabling support. Professor Walter Kamba, Vice Chancellor of the University of Zimbabwe, was chairman of the meeting, which benefited considerably from the University of Zimbabwe's substantial experience in operating links. Participants were given the opportunity to hold personal discussions with members of staff responsible for links arrangements in various faculties.
- (2) In a Commonwealth context, the principal antecedents of the meeting were the four meetings of the Commonwealth Standing Committee on Student Mobility, on which the meeting's Chairman and Dr Christodoulou (Secretary General of the Association of Commonwealth Universities) both sit. The Standing Committee had recognised the importance of international links in strengthening institutional development in Commonwealth countries, and as a valuable channel for the transfer of resources and the sharing of experience. Links also had a part to play in relation to student mobility, especially as a means of facilitating postgraduate training. The Commonwealth Ministers of Education had endorsed the Standing Committee's recommendation that the potential of links be further explored.
- (3) The Harare meeting was the second in the series initiated with a specialist meeting on the same topic in Bangalore in February 1986. The Harare discussions benefited from the conclusions of the Bangalore meeting and in a sense used them as a starting point. However, whereas the Bangalore meeting had paid particular attention to bilateral links between academic institutions, and devoted a substantial part of its deliberations to North-South links, the Harare meeting gave particular consideration to networks and interchange more broadly conceived, and concentrated much the greater part of its attention on South-South links.
- (4) The meeting also benefited from the many discussions on the theme of inter-university co-operation in Africa held in recent years, particularly at the workshop in Harare in June 1984, which established the Association

of Eastern and Southern African Universities (AESAU). Its Council met in Harare in February 1986. NUFFIC hosted a conference on development co-operation in higher education at The Hague in May 1986. The Harare meeting also tapped the experience of members with several co-operative networks and programmes in Africa, including the Association of African Universities (AAU), Association des Universités Partiellement ou Entièrement de la Langue Française (AUPELF), the Eastern and Southern African Universities Research Programme (ESAURP), and the Inter-University Council of East Africa (IUC of East Africa) among others. The meeting became uncomfortably aware of a danger that it might simply repeat general discussions that had taken place in many different fora in recent years, and therefore resolved as far as possible to develop action-oriented proposals in a few specific areas rather than aiming to cover a wider range of subjects in lesser depth.

- (5) Participants saw co-operative links in African higher education -- and although the group was composed of university participants, it recognised the relevance of such links to other tertiary institutions -- as serving many worthwhile purposes. Interchange has intrinsic value in itself, in fostering African solidarity and understanding and in widening the range of experience of staff and students. It opens up greater possibilities for co-operative studies. It affords access to research materials and facilities which may not be available at home. Co-operation may promote fruitful specialisation and the avoidance of duplication of expensive facilities in units of unviable size. The pooling of resources may make possible the creation of regional specialist facilities and research centres which no single country could sensibly sustain on its own. Where North-South links are in operation, they are often a conduit for resource transfer of materials, books and equipment to Africa as well. There are certainly constraints and problems inherent in international interchange and it does not follow that exchange schemes are automatically cost-effective. But participants were so persuaded of their potential worth that they affirmed the view that their expansion and development should be pursued with vigour.
- (6) Interchange can take many forms. Discussion ranged over collaboration in joint research and other programmes on a multilateral or bilateral basis; networks as represented by bodies like AAU, ACU, or AESAU, which group institutions; discipline-based associations of scholars in particular academic fields of study; exchanges between countries and institutions; bilateral institutional linkage of the type that is common in relationships between Northern and Southern universities.
- (7) Members focused their attention primarily on South-South links within Africa. This was because they felt the need to redress the imbalance that has developed in international contacts, where Northern institutions and interests are so often dominant. Participants were conscious of the fact that there are more North-South than South-South institutional links and that North-South links can be fruitful if carefully planned and operated on a basis of genuine reciprocity between equal partners. They acknowledged, too, that 'Northern' assistance finances much South-South interchange through third country training programmes. But they reiterated that these contacts and programmes have often served, not necessarily by design, to undermine the self-confidence and strength of the academic community in Africa by channelling many of the best students

and staff members to the North. Africa cannot afford this drain, either in terms of its financial cost, or in terms of manpower loss, or in terms of the threat to Africa's own integrity and identity. North-South links will certainly continue to be proposed since they are so obviously in the interest of the Northern partner (and tempting to individuals on the Southern side of the partnership.) The meeting endorsed some of the caveats about such links expressed at Bangalore. But rather than further explore these links in any detail, participants thought it a more profitable use of their time to concentrate on the relatively neglected theme of developing South-South linkages, and in this, were particularly helped by the lead papers by Professor Kamba and Dr Christodoulou, as well as plentiful case material provided by the participants.

- (8) Professor Kamba drew attention to the considerable amount of interchange that already exists between African higher education institutions despite the obstacles of language, finance, and lack of communication and information. He also reminded the meeting -- and members became increasingly aware of this during their deliberations -- that many of the strengths of African institutions were relatively unknown even though in some cases the necessary sources of information existed in one place or another. Even standard works like the ACU's **Commonwealth Universities Yearbook**, the series of publications on awards guides, and the inventory on **Research Strengths in Developing Countries** are often not sufficiently well-known or used at grass-root levels or in universities. Yet they are an extremely valuable series of basic information and librarians should promote a greater appreciation of their availability. Certainly participants had the impression that a great deal of information exists, but that there has been a breakdown in communications and exchange of information. Insufficient use is being made -- or university librarians do not have access to -- inventories, directories, information networks (many of them computerised), materials held by professional associations, for a variety of information on:

- research projects
- staff
- facilities
- funding opportunities
- curricular materials
- resources
- strengths
- course offerings
- professional/regional/international associations.

Members made a number of recommendations about this which are set out below.

- (9) The meeting was particularly conscious that while there are many commonalities between universities in Commonwealth Africa, and that these features as well as the common use of English are facilitating factors in interchange, there are also sharp differences in national situations. There are obvious differences for example between countries with large national systems like Nigeria, and countries with a single university like Botswana or Zimbabwe to name but two. Many universities participate in some regional arrangement and some countries do not. Most countries in Commonwealth Africa have rather severe foreign exchange problems, but

others do not. Differences in the economic situation and in the real value of salaries cause great difficulties when it comes to interchange since they complicate exchange relationships on a barter basis. Students and staff from lower income countries cannot afford to live in higher income countries; whereas a straight staff exchange with the salary being paid by the host may be unattractive to those earning good salaries in a higher income country.

- (10) Foreign exchange constraints were seen as perhaps the major obstacle to South-South interchanges and the meeting devoted some time to exploring the possibilities of interchange of students, staff and books and materials through co-operative arrangements which avoided money having to pass between countries. The meeting recommended that:

- i) funding agencies should consider support for pools to underwrite barter exchange arrangements, and the possibility of creating foreign currency pools;
- ii) the potential for using blocked non-convertible local currency deposits held by funding agencies or international companies to promote educational interchange should be explored;
- iii) the Commonwealth Secretariat should report to a future meeting of the Commonwealth Standing Committee on Student Mobility on whether such possibilities seem sufficiently promising to warrant detailed proposals for an operational scheme for concerted South-South action.

This general issue is referred to again at later points in the statement.

- (11) Major conclusions and recommendations of the meeting can be summarised under the following five main categories:

- i) institution building, advanced study and research
- ii) student interchange
- iii) information dissemination, publication and journals
- iv) staff development and interchange
- v) management and administration of links

Institution Building, Advanced Study and Research

- (12) Participants discussed at length in plenary and working groups the issue of developing centres of quality in the South which could act as poles of attraction for staff and students. In most circumstances a centre would 'emerge' as an internationally attractive entity without being designated as a 'centre of excellence'. Indeed participants found the designation 'centre of excellence' to lack usefulness, implying as it did the idea of conferred privilege and inequality, possibly at the expense of other institutions since there was the inference that only the select few could become 'centres of excellence'. Others might often be 'excellent' but be too small to be designated.

- (13) Members nevertheless recognised that those who allocated resources at the regional, national or institutional level might sometimes find themselves having to concentrate resources in one place in order to create a 'critical mass' of academic staff and research workers or else to create a viable size of institution, given the necessary overheads of capital equipment. Some specialisation of function between institutions on a regional or national basis might often be appropriate. Governments and the university authorities might need to take a conscious decision to develop postgraduate training and research facilities at one institution or faculty while holding back others for the time being. At a time when existing African universities are in need of sustenance for the maintenance and improvement of quality, any suggestion that funding agencies should attempt to establish 'enclave' centres of excellence dissociated from existing institutions would be strongly resisted.
- (14) High quality of teaching, supervision and research were certainly major factors in promoting interchange and in their absence attempts to promote interchange - 'forcing' people to attend institutions they perceived to be of poor quality - would be futile. Among the criteria that would - be mobile students or staff might use in judging whether an institution was academically strong were:

- graduate quality
- acceptable quality and relevance of course output
- research and publications output: quality as well as quantity
- staff qualifications and quality
- continuity of staffing
- buildings and equipment (lecture rooms, laboratories, workshops etc.)
- strong library and research facilities.

Admittedly in the real world individuals would find it hard to make judgements about all these matters and would be likely to act on the basis of more generalised impressions. If an institution acquired a reputation for regular early closure and shut-downs, then that would certainly deter prospective students and staff from abroad. Members concluded that the relevant authorities (university or government) in any host country had a particular responsibility for students from abroad in the event of university closures and should make the necessary arrangements for accommodating 'stranded' students from abroad or for finding them passages home.

- (15) Participants welcomed the emphasis of the Commonwealth Standing Committee on Student Mobility on institution-building in the countries of the South and stressed that it is in Africa's interest that more postgraduate facilities be created locally to obviate the very high costs and other attendant disadvantages of sending postgraduate students to Europe and North America. Funding agencies could usefully consider making more use of split-site programmes (where the postgraduate student spends part of his time at the local university and part abroad in a developed country university). The meeting recommended that in most cases the split-site programme should lead to the degree of an African university, as a means both of enhancing the status of the local university and its awards, and of retaining students and avoiding 'brain-drain'.

- (16) A strong, internationally attractive centre will need to retain its staff, and attract scholars from abroad. Opportunities to spend sabbaticals abroad should be programmed in such a way as to afford professional refreshment to long-serving staff and to induce them to stay in post. Instability in staffing is a major impediment in the way of developing centres which play a full part in international co-operation within Africa.
- (17) A strong library is a prerequisite for attracting visiting staff and scholars. Whilst some institutions are reasonably well provided, the foreign exchange constraints are biting or beginning to bite everywhere, and in some countries periodical collections in particular are woefully depleted and out-of-date. The meeting had two proposals to make in this area:
- i) Library documentation and data exchange programmes should be developed which involve the acquisition of overseas journals and books without the expenditure of foreign exchange. A prototype scheme in Lagos in Nigeria provides that the University supplies overseas partners with not only the University's (and University Press') own publications but also other requested material published in Nigeria. The overseas partner reciprocates in the same way. Participants suggested such exchange schemes should be extended in Africa and invited the University of Lagos to circulate through the ACU/Commonwealth Secretariat details of its scheme with a view to its adoption by others.
 - ii) The meeting asked the Commonwealth Secretariat to take action, if possible with others, to prepare an inventory of existing external assistance for tertiary education libraries in Africa and to canvass the possibility of an international programme of assistance to replenish and sustain these libraries. Examples of external assistance to libraries are current library support programmes of ODA and the British Council, and the Netherlands Government and the NUFFIC Periodicals Project. As the Standing Committee on Student Mobility has observed in its Fourth Report in 1985, "it is paradoxical that in an information-rich world, the availability of books and professional journals is worse than it was 20 years ago".

Student Interchange

- (18) One major obstacle to student interchange in Africa was the foreign exchange problem. The meeting heard of a number of instances where countries had got round the problem by doing barter deals with student numbers with no foreign currency changing hands. Examples given included those between East African countries (Kenya, Tanzania, Uganda), and between Tanzania and Zambia. There were obvious advantages in such arrangements though it might also be true that strictly bilateral 'barter' might be inflexible and one could conceive that some multilateral pooling system, by which countries would not achieve exact balance with any one partner, might be preferable. It was suggested above (paragraph 10) that a pool of local and foreign currencies might be created to settle 'debts' under the system and to help countries meet the extra costs. The meeting recommended the Commonwealth Secretariat should, as part of its student mobility studies, prepare a report on the problems of reciprocal student exchange by 'barter' arrangements and

report in due course to the Commonwealth Standing Committee on Student Mobility. An enquiry might be as relevant to exchanges between developed countries (e.g. Britain and Canada) in order to obviate high tuition fees, as in Africa.

- (19) Another possibility was the reciprocal award of postgraduate scholarships. Attention was drawn to the opportunities that exist for countries to establish new Commonwealth Scholarships under the Commonwealth Scholarship and Fellowship Plan and for them to be topped up by the Commonwealth Fund for Technical Co-operation. The meeting recommended that reciprocal Commonwealth Scholarship programmes of this kind be established between university partners in Africa on a pilot basis with necessary advice on establishing such arrangements being sought from ACU/Commonwealth Secretariat.
- (20) It was clear that if interchange of students were to occur on any large scale some brokerage functions would have to be performed possibly by some specially created regional machinery. This point is addressed further in paragraph 34 below.

Information, Journals and Publications

- (21) Members considered the provision of information on higher education and research in Africa; on professional journals and publications in Africa; on the acquisition of materials and publications on Africa; and on information-gathering, retrieval and dissemination through audio-visual and computer technology and through conferences and workshops. It is evident that there is a great deal of information available but the problem lies in retrieving it; and there is a need for information to be made more available and distributed to targeted populations (refer to paragraph 8.). In order to improve the gathering, processing and dissemination of information within universities, the meeting recommended that each university should establish a post for persons trained in information retrieval and dissemination, or, where this is not possible, should identify members of staff to be trained in information retrieval, processing and abstracting. Assistance of funding agencies for training and equipment should be sought where necessary. Any newsletter produced for internal communication, together with calendars, should be sent free of charge to sister universities in the region on a systematic basis.
- (22) To overcome the problem that in Africa too little locally-generated research is published and disseminated, the meeting recommended that each university should produce its own general journal, with technical supplements as necessary. Any university journals should as a matter of course be submitted to appropriate abstracting and indexing services, such as those of the International Bureau of Education, the Commonwealth Agricultural Bureau, and the International African Bibliography. Each university should take the necessary action to ensure adequate funding and staffing for the journal's production. Assistance of certain funding agencies might be possible for training, recurrent grants and small equipment grant. Each university should provide a reasonable number of copies of each issue and technical and other supplements free of charge to its sister universities, in addition to whatever other exchange agreements exist.

- (23) Participants also urged that consideration be given to the establishment of university presses on a regional basis. They also saw scope for technical journals being produced on a regional basis.
- (24) There is inadequate communication between university and the community about its activities, including the popularisation of this research. To make policy-makers, professional and community groups aware of ongoing and completed research and related activities of the university, the meeting recommended that each university should popularise results of university activities to the community at large, using one or a combination of mass media and distance education methods, such as the short-course scheme operated by the University of the West Indies, or similar courses run by the Open University (UK) and others. Information on such methods should be gathered and disseminated to the universities. As soon as possible thereafter, each university should carry out one experiment in the light of the information gathered and taking into account local conditions. The result of such pilot studies should be collated and studied so that each university should be in a position to decide on further individual or collective action in this and related matters.

Staff Development and Interchange

- (25) Staff development and interchange in higher education should be specifically planned and geared to match the needs of each country. In the implementation of this activity, national institutions should see how best their staff development and interchange objectives could be achieved cost-effectively and how the related programmes could be used as a vehicle to promote harmony and co-operation between countries, regions and internationally.
- (26) Participants regarded staff development as an essential means of working towards localisation and indigenisation of posts as rapidly and in as orderly a manner as possible by phasing out expatriate staff. This would help in institution building and enhanced self-sufficiency and self-reliance.
- (27) The following categories, where staff development was vital and a priority, were identified:
- i) academic - teaching and research
 - ii) administrative - registry and bursaries officers
 - iii) academic-related - library and technical.
- (28) In dealing with the question of staff development, it was emphasised that a distinction should be made between pre-qualification and post-qualification training. The former more aptly related to award-bearing training; while the latter did not normally result in an award, but was training aimed at improving performance in teaching and research, administration and academic-related services within an institution. Post-qualification training was more applicable to staff interchange. All these aspects of staff training should have an inbuilt mechanism to bring the staff on training back to work in their home universities.

- (29) Universities in the South faced several constraints in their staff development programmes. Some of the main ones were:
- i) funding - general and foreign currency
 - ii) salary differentials
 - iii) accommodation
 - iv) negative attitudes towards studying in Southern universities
 - v) family commitments
 - vi) shortage of human resources
 - vii) infrastructural problems - poor communication between countries, lack of library books, equipment
 - viii) political/social/economic environment
- (30) The meeting identified funding as the most important constraint. However, it was suggested that universities of the South should not rely exclusively on external financing to undertake staff development and interchange. They should be as innovative and resourceful as possible in devising means to facilitate staff development and interchange of staff through linkage arrangements. Wherever possible they should use facilities and institutions within their own regions for both initial staff training and post-qualification exposure. This would reduce costs.
- (31) Staff development may initially involve using North-South link arrangements for training staff for institutions in the South, but to ensure that a dependency relationship is not established, institutions in the South should develop their capabilities through their own postgraduate studies.
- (32) The meeting considered staff interchange as being vital as it helped to facilitate sharing of knowledge and experience and the intellectual isolation that could result from lack of contact and exchange of views with other scholars. It could also help towards maximising cost effectiveness and encourage mutual assistance. In addition to these advantages, staff interchange helped in curriculum development and institution building and enhanced the quality of teaching and research. It also helped to promote linkages.
- (33) Participants concluded that one reason why the potential of international educational interchange in Africa was not fully realised was that insufficient attention had been given to regular channels for South-South communication, or to standardised procedures for North-South links. The field was a complex one requiring a certain amount of specialised knowledge if universities and other tertiary institutions were to take full advantage of the possibilities on offer.
- (34) Staff interchange could be facilitated through:
- i) sabbatical leave
 - ii) study leave/short visits
 - iii) external examining
 - iv) research visits
 - v) interchange to assist development of higher education programmes (e.g. curricula, teaching, research)

- vi) institutional management and management for change programmes (e.g. for Vice-Chancellors, Pro-Vice-Chancellors, Deans, Chairmen of Departments, etc.)
 - viii) employing Third World consultants for projects which concern them and in which they are well-qualified to assist.
- (35) To make real progress in meeting these needs, the meeting concluded that affirmative action will be required of a number of agencies, the main ones being the following:
- i) For the effective operation of provisions for sabbatical leave, contact visits, study leave, external examining and suchlike, the universities themselves should develop specific operational plans, cost them and seek to obtain the necessary funds from their own governments. So often such plans, even where they exist, cannot be effectively implemented because of the inability of universities to provide funds for staff to be employed to cover during the absence of those regular faculty members on sabbatical, study leave or other leave who cannot be released without such replacement.
 - ii) External visits for research purposes, or the interchange of staff to strengthen the development of higher education programmes for curriculum development or teaching or to promote the development of postgraduate study opportunity, can properly be developed only if the staff concerned have reasonable access to grants for travel to cover unavoidable extra costs of subsistence. Agencies such as the Association of Commonwealth Universities and the Commonwealth Fund for Technical Co-operation already make some provision, but this is totally inadequate. The meeting therefore recommended that regional organisations like SADCC, the main funding agencies such as UNESCO, the EEC, CFTC and the bilateral agencies should urgently work together and pool resources to provide for schemes similar to the Commonwealth Scholarship and Fellowship Plan and the CFTC Academic Staff Exchange Scheme, on a regional basis in support of South-South plans for economic and social development.
 - iii) The establishment of such funds and schemes is only a first step. Their availability should be widely known, and universities should have direct access to them on a vastly more extensive scale than at present.
 - iv) This will require the creation - where not already in existence - of effective implementation agencies (on the analogy of the ACU in administering the Commonwealth Scholarship and Fellowship Plan for the British Government, and its own schemes of travelling fellowships).
 - v) The required nature of these implementation agencies needs to be urgently examined. The recent formation of the Association of Eastern and Southern African Universities provides a possible mechanism. That Association should be invited now to come forward with proposals for action.

- vi) It was emphasised that these developments in support of staff interchange were seen to contribute significantly to national and regional economic and social development goals.

Management, Administration and Raising Resources

- (36) The meeting concluded that one reason why the potential of international educational interchange in Africa was not fully realised was that insufficient attention had been given to regularising channels for South-South communication, or to standardised procedures for North-South links. The field was a complex one requiring a certain amount of specialised knowledge if universities and other tertiary institutions were to take full advantage of the possibilities on offer.
- (37) One useful device is to establish a co-ordinating mechanism in the institutions to deal with overseas contacts. This might take the form of an International Relations Committee of the kind the meeting learned about at the University of Zimbabwe (Appendix IV). Members recommended that each university/higher education institution with extensive overseas contacts and links should develop a co-ordinating committee or similar appropriate structure to oversee this work. The committee should be supported with trained staff knowledgeable about the management of links and ways to tap available resources from all agencies. Apart from the aid agencies, there may be hope for tapping other funds, including private companies, in support of international higher education co-operation. Participants considered it is necessary to create an international office/unit and appoint appropriate officers and, to support the work of such offices, recommended that the Commonwealth Secretariat should, in association with other co-operation agencies, mount a training workshop in Commonwealth African countries on sources of assistance and means of applying for them before the end of 1987.
- (38) The meeting recommended that funding agencies in particular, and southern institutions in general, actively pursue a conscious policy of awarding consultancies to members of southern institutions.
- (39) As a complement to this activity, members recommended that it would be useful to have a guidebook on sources of funding specifically for higher education co-operation. Existing directories cover some of this ground, and members recommended that the Association of Commonwealth Universities in association with the Commonwealth Secretariat review existing directories. In consultation with African higher education institutions, they might consider whether a more focused compendium could usefully be produced.
- (40) It has also been put to the meeting that a standardised checklist of points for inclusion in link agreements would be useful. Participants were not able, in the time at their disposal, to consider this matter in detail, but believe it may be worthy of further consideration.

- (41) The meeting, finally urged developed countries to devote a higher proportion of their assistance to South-South links. Their present programmes concentrate on North-South links; possibilities for third country training exist only on a restricted scale at present. Other possibilities that should be explored include extending North-South links to a tripartite North-South-South basis; greater support for staff exchange schemes, funding of foreign exchange costs of education interchange, and support for library and book exchanges between developing countries.

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APPENDIX II: LIST OF DOCUMENTS

- CD 1 Programme Outline
- CD 2 Institutional Links in Higher Education in Developing Countries
 of Commonwealth Africa
 Dr A Christodoulou
- CD 3 Committee for International Co-operation in Higher Education
 (CICHE) Report (Working Group on Links: Final Document)
- CD 4 International Co-operation in Higher Education in Southern
 Africa: Some Problems and Prospects
 Mr L Mzonde Chizinga
- CD 5 Institutional Links: A Commonwealth Challenge
 Dr Kenneth King
- CD 6 South-South Links: Opportunities and Constraints (The Role of
 International Linkages in Promoting Education)
 Professor W J Kamba
- CD 7 North/South Linkages in Higher Education: Toward the
 Development of Centres of Excellence in the South (Revised)
 Dr J Edward Greene
- CD 8 Higher Education Links in the Countries of Eastern and Southern
 Africa: The Experience of the Eastern and Southern African
 Universities Research Programme
 Mr Ali Mjella
- CD 9 Institutional Links and Co-operation: The Experience of the
 University of Zambia
 Professor J M Mwanza
- CD 10 North-South Links in University Education
 Professor D Odhiambo
- CD 11 The Experience of Makerere in the Area of Institutional Links
 and Cooperation
 Professor B George Kirya
- CD 12 The Experience of the National University of Lesotho
 Professor B A Tlelase
- CD 13 University of Ghana's Experience with International Links for
 Higher Education
 Professor G Benneh
- CD 14 Tensions, Contradictions and Opportunities in University Linkages
 Dr Frans B Lenglet

CD 15

Institutional Links and Co-operation at the University of
Dar es Salaam
Nicholas A Kuhanga and Keto E Mshingeni

MONDAY 23 JUNE 1986

MONDAY 23 JUNE 1986

1000 RECEPTION

1045 OPENING SESSION

- (1) Introduction of Participants
- (2) Presentation of Issues (Dr Selvaratnam, Mr Williams)
- (3) Review of Bangalore Meeting (Professor Manrakhan, Dr Greene)

1230 LUNCH

1330 SESSION I

Lead Paper Institutional Links in Higher Education in
Developing Countries of Commonwealth Africa
Dr A Christodoulou

1500 TEA

1530 SESSION II

Plenary Discussion

1700 ADJOURN

TUESDAY 24 JUNE 1986

0900 SESSION III

Chairman: Professor J Mwanza

Topic: Institutional and Country Perspectives on Links
-- Experiences of the South (brief presentations
of country and experiences)

1030 TEA

- 1100 WORKING GROUPS
- 1230 LUNCH
- 1345 INTERNATIONAL RELATIONS COMMITTEE, University of Zimbabwe
(Meeting with Chairman for general discussion of University of Zimbabwe policy and practice with regard to links)
- FIELD TRIP
- Visit to various departments of the University of Zimbabwe involved in institutional links and researcher co-operation
- 1700 RECEPTION by the Vice Chancellor, University of Zimbabwe

WEDNESDAY 25 JUNE 1986

0900 SESSION IV

Chairman: Professor A Adesola

Topic: Problems of Resourcing Links -- Views from the Funding Agencies and the Universities

Discussants: Mr Chislett (British Council)
Dr Lenglet (NUFFIC)
Mr Crasner (EDP/EEC)
Professor Tlelase
Mr Mjella

1030 TEA

1100 SESSION V

Chairman: Professor T Tlou

Paper: South-South Links -- Opportunities and Constraints (The Role of International Linkages in Promoting Education)
Professor Walter Kamba

North-South Links in University Education
Professor D Odhiambo (presented for him by Professor Benneh)

Discussion

1230 LUNCH

1330 WORKING GROUP DISCUSSION

1500 TEA

1515 WORKING GROUP DISCUSSION

1630 ADJOURN

1830 RECEPTION by the Director, Education Programme, Commonwealth Secretariat, on behalf of the Commonwealth Secretary General

THURSDAY 26 JUNE 1986

0915 SESSION VI

Chairman: Professor Walter Kamba

Topic: Presentation of Working Group Reports and Summary of Discussion and Recommendations

1045 TEA

1100 Discussion

Adoption of Report

Concluding Remarks

1230 CLOSE

APPENDIX IV: AGREEMENTS OF CO-OPERATION BETWEEN THE UNIVERSITY OF ZIMBABWE
AND FOREIGN UNIVERSITIES: POLICY AND PROCEDURES

1. General Principles

- 1.1 Agreements of co-operation between the University of Zimbabwe and foreign universities shall take place in the context of:
 - 1.1.1 Co-operation among members of the Association of Eastern and Southern African universities and member institutions of the Association of African Universities;
 - 1.1.2 South-South Co-operation;
 - 1.1.3 North-South Co-operation.
- 1.2 The University of Zimbabwe may enter into agreement of co-operation with an African university in terms of the objectives of, and the parameters defined by, the Association of Eastern and Southern African Universities and the Association of African Universities.
- 1.3 The University of Zimbabwe may establish links with a non-African university provided the linkage:
 - 1.3.1 is deemed to be positively mutually beneficial to the universities;
 - 1.3.2 does not seek to perpetuate a dependency relationship between the University of Zimbabwe and the foreign university;
 - 1.3.3 does not conflict with the policies of the countries in which the two universities are situated;
 - 1.3.4 promotes a healthy interaction between the University of Zimbabwe and the foreign university in the interests of academic excellence, human welfare and development, technological development and transfer, and/or international understanding.
- 1.4 The duration of any programme of co-operation between the University of Zimbabwe and a link university shall be determined by the two parties and shall be subject to review from time to time.

2. Forms of Co-operation

Agreements of co-operation can be effected in the following areas of activity:

- 2.1 Student Exchange;
- 2.2 Staff Development;

- 2.3 Staff Exchange for teaching or research purposes;
- 2.4 Research Co-operation;
- 2.5 Any other areas agreed upon by the two universities.

3. Student Exchange

- 3.1 In all cases where the University of Zimbabwe is the sending university, student exchange shall take place in respect of:
 - 3.1.1 postgraduate and undergraduate programmes that are not available at the University of Zimbabwe;
 - 3.1.2 visits to foreign universities for given periods of time by undergraduate students registered at the University of Zimbabwe provided:
 - 3.1.2.1 such visits are meant to enhance the student's mastery of his/her discipline (e.g a visit to French speaking country by a student of French/medical elective periods);
 - 3.1.2.2 the student is able to finance the visit from his/her own sources or from funds provided by donor agencies.
 - 3.2.1 The University of Zimbabwe may, where desirable and circumstances permitting, accept an agreed number of students from a link university for a specific programme of study or for such periods of study as are agreed upon by the two universities, provided that the admission of such students shall not deprive qualified Zimbabwean nationals of the opportunity to pursue a university degree programme.
 - 3.2.2 Students coming to the University of Zimbabwe on an exchange programme must satisfy the minimum entry requirements of the University of Zimbabwe if they wish to register for a full UZ degree programme and ultimately receive a UZ degree.
 - 3.2.3 However, arrangements can be made for an exchange student from a link university to complete his/her degree at the University of Zimbabwe, provided:
 - 3.2.3.1 he/she is deemed to have satisfied the minimum entry requirements of this University;
 - 3.2.3.2 the work completed at the sending University is adjudged to be equivalent in content and quality to work done at a similar level by students of the University of Zimbabwe;

3.2.3.3 normally at least two thirds of the degree programme is taken at the University of Zimbabwe.

3.2.4 Students coming to the University of Zimbabwe from a link university who do not wish to register for a full degree programme nor receive a UZ degree need not satisfy UZ's admission requirements but must satisfy UZ that his/her background and previous education is sufficient for him/her to benefit from the proposed course of study at UZ. Such students would be registered as occasional students by UZ.

3.3 The recognition of credits for courses taken during short visits by exchange students at a link university for the award of a qualification at the sending university shall be a matter for the sending university's own regulations, subject to any arrangements agreed by the link universities.

4. Staff Development

4.1 The University of Zimbabwe is willing to accept Staff Development Fellows and other potential members of the staff of link universities in its graduate programmes, provided the proposed graduate student satisfies the admission requirements for the UZ graduate programme.

4.2 UZ may wish to place certain of its Staff Development Fellows in graduate programmes at link universities.

5. Staff Exchange: Teaching and Research

5.1 Staff exchanges shall be determined by the needs of departments and individual members and shall be subject to the availability of funds.

5.2 Subject to the availability of suitable facilities at the receiving university, and provided that adequate teaching or administrative arrangements can be made in the absence of a member, staff exchange may take any of the following forms:

5.2.1 exchange of staff on a reciprocal basis for limited periods of time;

5.2.2 the provision of short term teaching assistance to UZ by the supply of an appropriate member of staff from a link university on such terms and conditions as may be determined and vice versa;

5.2.3 short visits by individual members;

5.2.4 sabbatical leave arrangements as provided for in the terms and conditions of service.

6. Research Co-operation

- 6.1 Departments and individuals shall be free to undertake joint research projects with counterparts from link universities provided:
 - 6.1.1 funds are available for the purpose;
 - 6.1.2 the proposed research project is adjudged to be viable and relevant to Zimbabwe and is not in conflict with the policies and national priorities of either country;
 - 6.1.3 individuals from link universities may also be attached to Departments of the University of Zimbabwe as Research Associates provided that:
 - 6.1.3.1 they are supported by the relevant Department;
 - 6.1.3.2 their research projects meet the requirements specified in 6.1.2 above;
 - 6.1.3.3 they abide by the immigration laws of Zimbabwe.
- 6.2 Research co-operation may also take the form of exchange of relevant documents and journals.

7. Application Procedures

- 7.1 Proposals from Foreign Universities
 - 7.1.1 Proposals for programmes of co-operation with UZ shall be channelled through one of the Pro Vice-Chancellors in his capacity as Chairman of the International Relations Committee.
 - 7.1.2 The Pro Vice-Chancellor shall forward the application to the relevant Faculty, Department or Departments which shall make recommendations as to whether the proposed programme/project meets the requirements set out in this document and whether the University of Zimbabwe has the capability to participate in it.
 - 7.1.3 The Faculty or Department shall then forward the application together with its recommendation to the International Relations Committee through the office of the Pro Vice-Chancellor.
 - 7.1.4 The International Relations Committee shall consider the application and forward it to the Vice-Chancellor who shall make the final decision.

7.2 Applications from University of Zimbabwe Faculties, Departments and Personnel

7.2.1 Faculties and Departments wishing to initiate links with their counterparts in other universities shall, after consultations with the institutions concerned, submit their applications/proposals to the International Relations Committee through the office of the Pro Vice-Chancellor.

7.2.2 Once the University International Relations Committee has approved a linkage and determined the broad areas of activity/parameters of the linkage:

7.2.2.1 detailed activities within the link will be decided by the Departmental Board in consultation with the appropriate funding agency or such other body as determined by the International Relations Committee;

7.2.2.2 the link Department shall produce an annual report on activities within the link for consideration by the International Relations Committee.

8. Disclaimer

The University of Zimbabwe reserves the right to decline to enter into and to withdraw from a linkage agreement if such an action is seen to be in the best interest of the University of Zimbabwe.

* * *

AGREEMENT OF CO-OPERATION WITH FOREIGN UNIVERSITIES : PROPOSED POLICY PROCEDURES

Programmes of co-operation between the University of Zimbabwe and foreign universities in different parts of the world are on the increase, and it is important that the University should now define the parameters within which co-operation can take place. The attached document was drafted by the Registrar (Mr R D D Blair), the Senior Proctor (Dr N Bhebe) and myself. It sets out to articulate the University of Zimbabwe's policy on the question of links; it defines the forms of co-operation in which we can participate and proposes a set of procedures to be followed.

In addition, it is proposed that an International Relations Committee, consisting of one representative from the Faculty and chaired by the Pro Vice-Chancellor responsible for external relations, be set up to monitor co-operation agreements.

PROFESSOR E A NGARA
Pro Vice-Chancellor